

## Liverpool John Moores University

Title: Leadership and Professional Development  
Status: Definitive  
Code: **5300PS** (126339)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Justice Studies  
Teaching School/Faculty: Justice Studies

Team	Leader
Ian Whitfield	Y

**Academic Level:** FHEQ5      **Credit Value:** 20      **Total Delivered Hours:** 55  
**Total Learning Hours:** 200      **Private Study:** 145

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	22
Online	11
Workshop	22

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	3500 word Essay on Leadership and Team working	80	
Reflection	Reflection	1000 word Reflection on diversity and inclusion in policing	20	

### Aims

*This module will critically review the key principles and theories of leadership and apply these to the policing role. This will include identification of the appropriate leadership skills needed by police officers. Students will assess leadership models in a variety of settings and consider leadership in comparable organisations (public and private), identifying the advantages and disadvantages of each model of leadership,*

*according to circumstance.*

*Students will be explore their own personal qualities and characteristics and reflect on how this might affect their leadership style, identifying how to critically develop leadership strategies that can be used to manage situations and reflect changing circumstances.*

*This module will investigate the skills required to deliver coaching and mentoring support.*

*The module will consider policing as a profession, the police professionalization agenda and the role of the professional body.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Evaluate the key principles and theories of leadership and management and apply these to the policing context.
- 2 Discuss their individual characteristics and qualities and how this might affect leadership style. Include references to how context and situation may affect leadership style.
- 3 Discuss the skills required to deliver coaching and mentoring support and how they can be applied. Consider how learning from coaching and mentoring can be applied in the workplace.
- 4 Discuss the aims and features of the police professionalisation agenda, the Police Education Qualification Framework and the role of the professional body.
- 5 Evaluate the issues around diversity and inclusion and their application and relevance to policing

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

3500 word Essay	1	2	3	4
1000 word Reflection	5			

## **Outline Syllabus**

*Leadership models.*

*Developing one's own leadership style.*

*Developing leadership strategies.*

*Coaching and mentoring.*

*Strategic Policing.*

*Professionalisation of the Service.*

*Work based assessment.*

*Quality assurance and standardisation within the coaching and mentoring processes.*

*Police Education Qualification Framework.*

## *Diversity and inclusion in policing*

### **Learning Activities**

Lectures, supported online Canvas activities and Workshops.

### **Notes**

Lectures will provide the students with information and theories, Students will then explore the theory in more detail and context through facilitated discussion and practically apply the knowledge in scenarios.

Where relevant and appropriate the concept of evidence based policing will be introduced and its relevance explained. There will also be reference to the College of Policing 'What Works' facility.

Students will complete the Canvas Career Smart Experience module as a formative task.

National Policing Curriculum

Indicative Content

Understanding the Police Constable Role

8.1 Common features of a profession: • A specialist knowledge base • A distinct ethical dimension • CPD requirements • Standards of education

8.2 How development and ownership of an evidence-base can define the police profession

8.3 What is a 'professional body'

9.1 College of Policing: • College of Policing Five Year Strategy • Authorised Professional Practice • Leadership Review • Professional Development Programme • Policing Education Qualifications Framework • College Membership

Valuing Difference and Inclusion

1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights'

1.2 Relevant legislation and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 • The Police Reform Act 2002 • The Police (Complaints and Misconduct) Regulations 2012 • The IPCC Statutory Guidance 2015

1.3 Code of Ethics

2.1 Theories and concepts linked to an ethical approach

3.1 Understanding values, ethics and norms within diverse communities

3.2 Understanding potential barriers experienced by individuals, based upon personal circumstances, including: • Language barriers • Knowledge of UK law

3.3 How cross-cultural differences may affect interaction between individuals, groups and organisations

3.4 Effect of cultures and traditions on police ethics and values

3.5 Policing diverse communities

4.1 Roles and responsibilities of those charged with ensuring the police deliver an

unbiased, ethical and fair service

4.2 Upholding the law versus supporting the public

4.3 Maintaining the public perceptions of a fair and unbiased police service

4.4 Interpretation of the law: • Letter of the law • Essence of the law

4.5 Public interest and criminalisation

4.6 How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation

4.7 Justifying the application of discretion

4.8 Case for adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society)

4.9 How application of professional judgement can influence public perceptions of policing

Learning Outcomes

Understanding the Police Constable Role

8,9

Valuing Difference and Inclusion

1,2,3,4